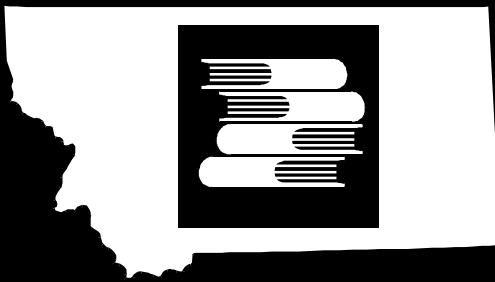


Grade 4

Grade 4

Montana A.A.S.

Directions and Rating Scales



Montana
Alternate
Assessment
Scale

March 2002

Directions for Administration And Rating Scales

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Overview of Alternate Assessment Scale

An alternate assessment is a method of measuring the performance of students unable to meaningfully participate in the statewide norm-referenced test (Thurlow, Elliott & Ysseldyke, 1998)¹. It is one of four test participation options available to ensure that *all* students in Montana are involved in statewide testing.

Who Should Take the Alternate Assessment?

Statewide testing occurs on an annual basis, focused on students in grades 4, 8, and 11 who are enrolled in an accredited Montana school. An alternate form of assessment is appropriate for a small percentage of students with disabilities and students with Limited

English Proficiency (LEP) who have received fewer than 3 years of instruction in English. Students who are reported as ungraded should be considered as placed in the grade most closely matching their chronological age.

Structure and Organization of the Alternate Assessment Scale

The Alternate Assessment Scale is a skill checklist derived from performance standards in Montana's Standards Framework. It includes mathematics, science, reading, language arts, and social studies. In each of these subjects, a set of extended performance standards have been added to broaden the spectrum of skills encompassed by the Montana Standards

Framework. This addition makes it possible to assess the performance students with disabilities and Limited English proficiency whose instructional program emphasizes more basic skills that provide a foundation for performance in all the curricular content areas, as well as those who are performing within the scope of the grade-level curriculum.

¹Thurlow, M. L., Elliott, J. L., & Ysseldyke, J. E. (1998). Testing students with disabilities. Practical strategies for complying with district and state requirements. Thousand Oaks, CA: Corwin Press.

Each subject area contains a list of performance standards that are organized within five levels of performance. The levels encompass skills that are differentiated by degrees of complexity as follows:

Novice Extension

Skills fall outside of the grade-level subject-area benchmarks. Students at this level are learning basic skills that provide a foundation for further growth and real-life application of these skills to increase student participation and independence in age-appropriate environments in the school and community.

Novice

Student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

Nearing Proficiency

Partial mastery of the prerequisite knowledge and skills fundamental for proficient work at each benchmark.

Proficient

Solid academic performance for each benchmark, reaching levels of demonstrated competence over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Advanced

Superior performance.

Directions for Administration

The Alternate Assessment Scale should be completed by the individuals most knowledgeable about a student's current abilities in the areas of mathematics, science, reading, language arts, and social studies. The individual designated as the test administrator will need to work with or consult with other team members to accurately rate student performance in the areas encompassed by the five performance scales. This may be particularly necessary at the secondary level, where different teachers have responsibility for each content area.

The Alternate Assessment Scale will be completed by the designated test administrator(s) during the same period of time that The Iowa Tests are being administered at your school. Each year, The Iowa Tests will be given sometime during the last three weeks of March. **In 2002, the testing window is March 11-29.** Within this window, the actual testing dates are determined within a school district.

It is helpful to review the various levels within each subject area to become familiar with the content and organization of the Scale. The Alternate Assessment Scale is formatted in a consistent manner across all subject areas. Test administrators should proceed through the scales in a sequential manner until a point is reached at which a student is unable to perform any of the items within a scale. If this point occurs prior to reaching the Advanced Scale, the test administrator should move on to the next subject area.

Evaluating Students on the Extended Performance Standards

The Extended Performance Standards are not a formal component of the Montana Standards Framework. As a result, a discrete set of benchmarks serving as a point of reference for rating each performance indicator has not been

established. For purposes of the Alternate Assessment Scale, *sample* benchmarks are provided to exemplify a variety of ways in which a student might demonstrate mastery of a given performance standard. It is important to emphasize that the sample benchmarks are provided as *examples* to stimulate the rater's thinking about whether a student does, in fact, demonstrate a particular skill. This is a particularly important feature of the Alternate Assessment Scale, building flexibility into a system that must be capable of measuring the skills of students for whom traditional forms of assessment are limiting.

For each of the extended performance standards, circle the rating that accurately characterizes the student's present level of performance, based on the scoring guidelines below. Review the sample benchmarks, draw upon your knowledge of the student's performance in this subject area, and decide whether this skill is something the student is able to do. Score each item, using the following definitions.

SCORING KEY

IF A STUDENT HAS ...

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.

Score the item "N"

Space is provided at the end of each rating scale to add notes helpful to the team. Feel free to use this space to document data sources that support the student rating, relevant qualitative notes about student performance, or any other details that would be helpful to maintain in the student's instructional record. The information written on these pages is for the team's use only. It is not submitted with the test answer document.

**Evaluating Students
Relative to Grade 4
Performance Standards**

The Montana Standards Framework contains performance standards that characterize student abilities at four levels of proficiency in each of the curriculum content areas. The standards established in the areas of reading, writing, mathematics, social studies, and science are the source of the items in the remaining sections of the Grade 4 Alternate Assessment Scale.



It is very important that throughout the scoring process, you remember that the scales are sequenced in an order of increasing skill complexity. In the early stages of learning, the wording of the indicators describe initial stages of skill acquisition. Terms such as:

Randomly – Sometimes – Inconsistently – Usually describe the inconsistency associated with early stages of learning.

USE CAUTION

WHEN SCORING

These words can create some confusion in the scoring process, particularly when you are assessing students who have progressed beyond these initial stages of skill acquisition. Please review the scoring definitions and examples carefully before proceeding.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS ...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE READING SCALE**:

"Sometimes demonstrates an understanding of the elements of fiction and nonfiction."

If you are evaluating the skills of a student who:

consistently demonstrates an understanding of the elements of fiction and nonfiction, the item should be scored "Y"

does, at times, demonstrate an understanding of the elements of fiction and nonfiction, the item should be scored "Y"

rarely demonstrates an understanding of the elements of fiction and nonfiction, the item should be scored "N"

does not yet understand the elements of fiction and nonfiction, the item should be scored "N"

Once again, space is provided to add notes helpful to the team. This might include references to data sources that support the student rating, relevant qualitative notes about student performance, or any other details that would be helpful to maintain in the student's instructional record. This information remains at the school. It is not submitted with the test answer document.

Sequencing Scales within a Subject Area

Test administrators should proceed through the scales in a sequential manner until a point is reached at which a student is unable to complete any of the items within a scale. When this point has been reached, proceed to the Novice Extension Scale in the next subject area and begin scoring there.

Coding the Test Answer Document

The test answer document is filled in by the Text Administrator *after* the Alternate Assessment Scale has been completely scored. Use a #2 pencil to enter information on the test answer document.

1. Enter Student Identification information

In the space designated on the test answer document, the Test Administrator should enter information for each of the following on the bottom half of the test answer document:

Section of Answer Document	Directions for Completion
Student Name	Bubble in the letters corresponding to the student's name, following the last name, first name format indicated on the answer document
Date of Birth	Bubble in the month and year of the student's birth.
Student Gender	Bubble in the correct descriptor.
Test (ITBS) Form	Leave blank for the AAS, UNLESS student is taking the Alternate Assessment for some subtests, and The Iowa Tests for others. If this is the case, the form of the ITBS taken should be entered.
Cogat Level	Leave blank.
Race/Ethnicity	Mark only one selection in this category. If the student has multiple racial/ethnic origins, select the best single descriptor for this student.
Student I.D. number	The procedure for assigning a Student I.D. number is determined at the school level. The Test Administrator for the AAS should consult with the Test Coordinator for the school to determine how to complete this section.

2. Enter Student Questionnaire Responses

The Student Questionnaire is available from the Test Administrator for the school. The individual completing the Alternate Assessment Scale should respond to these questions for the student based on his/her knowledge of that student. The answers to these questions are recorded in the "**OPTIONAL**" section of the test answer document located at the top of the form.





3. Enter Information About Student Program Involvement



The Program(s) area of the answer document contains a list of 10 selections. The abbreviations used in this section are defined in the table below.

- A. Fill in all circles that accurately describe the student who has been assessed.

- B. Select "Other 1" and/or "Other 2" to describe the length of time the student has been enrolled in the school/district. Leave blank if neither descriptors apply to this student.

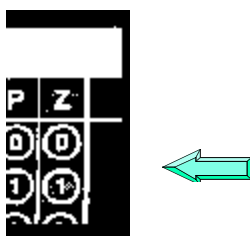
Program Code Acronyms and Definitions

Code	Definition
SE	Special education student, identified as being disabled, who has an IEP.
504	Student identified as 504, who has a 504 plan.
F/RL	Student who is eligible for free or reduced-price lunch participation.  Due to the confidential nature of this designation, the ITBS/ITED answer sheet must be coded by: (a) a district or school building test coordinator (i.e., test coordinator), OR (b) the local school district official who determines free and reduced-price eligibility (i.e., school food official). See Test Coordinator's Manual for more details.
GT	 Students identified and served as Gifted and Talented.
ELL	Student identified as limited English proficient. Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered. A more detailed definition is provided in Appendix A.
MG	Student who has migrant status. A child is designated "migrant" and considered eligible for services under the Title 1 Part C statute if he or she meets very specific conditions extracted from the law. A detailed definition is provided in the Test Coordinator's Manual.
TIL	 Student received Title I services in Language Arts, Reading, or any other subject except Math in a Targeted Assistance School. Do not code for students in an official Title I Schoolwide Program.
TIM	 Student received Title I services in Math in a Targeted Assistance School. Do not code for students in an official Title I Schoolwide Program.

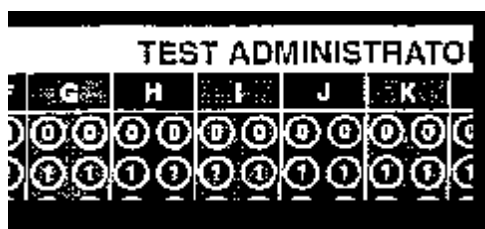
Code	Definition
Other 1	 Student has not been enrolled in the school for the entire year (on or before the official Fall Enrollment Count, 10/2/01).
Other 2	 Student has not been enrolled in the district for the entire year (on or before the official Fall Enrollment Count, 10/2/01).

4. Indicate that the Student was Assessed Using the Alternate Assessment Scale

Fill in the 1" circle in Column Z in the “Test Administrator Use Only” section of the test answer document.



5. Calculate Subtest Scores for each Subject Area and Enter Total Score on Test Answer Document



Subtest scores for the AAS are recorded in the “Test Administrator Use Only” section of the answer document in Rows G through K. These rows contain double columns of numbers from 0-9, and are able to accommodate any score between 0 and 99. The rows are defined as follows:

Row	Subtest
G	Communication Arts - Reading score
H	Communication Arts - Writing score
I	Mathematics score
J	Social Studies score
K	Science score

To calculate the total score for a subtest, examine the completed test document. Add up the total number of “Y” responses recorded in the summary boxes at the end of *each scale* within this subject area. This sum represents the total subtest score attained by the student.

Enter this score in the appropriate row as defined in the chart above, and repeat this process for the remaining subtests of the AAS. If a subtest score falls between 0 and 9, the score should be entered in a two-digit format (e.g., 00, 01, 02, 03).

Coding test participation that includes multiple-test formats.

It is possible that a student could take some subtests of The Iowa Tests while requiring the Alternate Assessment Scale for other subtests. In this situation, the form of The Iowa Tests that is taken should be coded in the section labeled ITBS

FORM, and a “1” would also be coded in the Z column of the “Test Administrator Use Only” section to indicate that the Alternate Assessment Scale was used. The AAS subtest score(s) would be entered for those scales administered in this manner in the appropriate column(s) in the G-K section of the Test Administrator Use Only section of the answer form.

General Notes

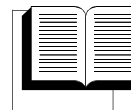
Columns on the answer form that end with a “No” circle or with an “N” have a special purpose. These circles should only be filled in when the Test Administrator erases a code and does not replace it with another. For example, if the Test

Administrator erroneously entered a subscale score in column G rather than column H, the circle in column G would be erased AND the “No” circle in this column would be filled in. This prevents the scoring equipment from picking up an erasure shadow. Do not use the “No” or “N” circles for any reason other than the one just described.

Routing Alternate Assessment Scale Test Materials

The Test Answer Documents for the Alternate Assessment Scale should be directed to the Test Coordinator for your school. The Test Coordinator has the responsibility to double check that all forms have been completely filled in, and are accounted for in test completion tallies for each class. The Alternate Assessment Scale test booklet should be retained in each student's individual file.

COMMUNICATION ARTS - READING



Scale 1: Novice Extension

A fourth-grade student whose skills fall within the Novice Extension Level is learning basic skills that will provide a foundation for further growth in this area. Demonstration of these skills occurs in the context of classroom instruction, activities, and functional routines in and outside of the classroom setting. Read each of the Extension Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions. Use the examples to help you think of ways the student you are assessing might demonstrate these skills.

SCORING KEY

IF A STUDENT HAS:

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.



Score the item "N"



Student Rating		Novice Extension Reading Performance Standards	
Y	N	(a)	Responds consistently to familiar people, places, and objects (<i>ex., smiles when approached by best friend; locates own locker in hallway; selects favorite cassette from choice of two tapes</i>).
Y	N	(b)	Demonstrates familiarity with object by using it for its intended purpose (<i>ex., depresses switch to turn on tape recorder; goes to bathroom to brush teeth when handed toothbrush and toothpaste; rings doorbell before entering friend's home</i>).
Y	N	(c)	Reads/interprets picture symbols in everyday routines and environments (<i>ex., follows print or picture schedule to sequence daily activities; uses picture recipe to make sandwich; finds correct bathroom in school by interpreting sign</i>).
Y	N	(d)	Identifies individual letters of the alphabet (<i>ex., can find word that starts with "b"; student identifies individual letters of his/her name; recognizes Braille form of single letters; finds letters on keyboard</i>).

Student Rating		Novice Extension Reading Performance Standards	
Y	N	(e)	Recognizes own name in print (<i>ex., selects name strip from display to sign up for classroom job; identifies name on blackboard; finds assigned seat when labeled with name</i>).
Y	N	(f)	Reads self-composed and simple text in context (<i>ex., reads information entered in personal journal with or without picture support; reads grocery list prepared before trip to store; depresses switch to "read" weekly spelling words</i>).
Y	N	(g)	Uses basic phonemes and contextual cues to decode new words (<i>ex., reads high-interest/low-vocabulary books and magazines; sounds out unfamiliar words in modified reading text</i>).
Y	N	(h)	Has sight word vocabulary of up to 50 words (<i>ex., identifies names of people, things, and places in the immediate environment; identifies names of family members; reads names of activities that are part of school schedule</i>).
Y	N	(i)	Shows interest in books (<i>ex., holds book right side up; attends to someone reading story; assists in turning pages</i>).
Y	N	(j)	Uses literary activities for personal enjoyment and reference (<i>ex., seeks out books for enjoyment; "reads" Living Books on computer; listens to books on tape as free time activity; looks at TV guide to find out what is on</i>).
Comments/Instructional Notes			

Add up total number of "Y" responses and enter number in the box.

IF THE TOTAL IS —



1 or more
 Proceed to the Novice Scale



Zero
 Proceed to the Communication Arts Writing Scales



Scale 2: Novice

A fourth-grade student at the Novice Reading Level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. Read each of the Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE READING SCALE**:

"Sometimes demonstrates an understanding of the elements of fiction and nonfiction."

If you are evaluating the skills of a student who:

- ☐ consistently demonstrates an understanding of the elements of fiction and nonfiction, the item should be scored "Y"
- ☐ does, at times, demonstrate an understanding of the elements of fiction and nonfiction, the item should be scored..... "Y"
- ☐ rarely demonstrates an understanding of the elements of fiction and nonfiction, the item should be scored..... "N"
- ☐ does not yet understand the elements of fiction and nonfiction, the item should be scored..... "N"



definitions.

Student Rating		Novice Level Reading Performance Standards	
Y	N	(a)	Shows strength in detail, but not main idea.
Y	N	(b)	Randomly applies, articulates, and self-monitors decoding and comprehension strategies, seldom integrating and using one strategy at a time.
Y	N	(c)	Sometimes demonstrates an understanding of the elements of fiction and nonfiction.
Y	N	(d)	Often limits reading selections.
Y	N	(e)	Sometimes defines a purpose for reading.
Y	N	(f)	Recognizes, with coaching, an author's purpose.

Student Rating		Novice Level Reading Performance Standards
Y	N	(g) Compares and integrates, with coaching, information from two sources at his/her reading level.
Y	N	(h) Distinguishes, with coaching, fact from opinion at his/her reading level.
Comments/Instructional Notes		



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

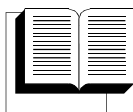
1 or more

Proceed to the Nearing Proficiency Scale

Zero

Proceed to the Communication Arts Writing Scales



Scale 3: Nearing Proficiency

A fourth-grade student at the Nearing Proficiency Reading Level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. Read each of the Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NEARING PROFICIENCY READING SCALE**:

"Usually demonstrates an understanding of the elements of fiction and nonfiction."

If you are evaluating the skills of a student who:

- ☐ consistently demonstrates an understanding of the elements of fiction and nonfiction, the item should be scored "Y"
- ☐ typically demonstrates an understanding of the elements of fiction and nonfiction, the item should be scored..... "Y"
- ☐ is beginning to demonstrate an understanding of the elements of fiction and nonfiction, the item should be scored..... "N"
- ☐ does not yet understand the elements of fiction and nonfiction, the item should be scored..... "N"



definitions.

Student Rating		Nearing Proficiency Level Reading Performance Standards	
Y	N	(a)	Articulates the overall meaning of the reading material.
Y	N	(b)	Uses a basic vocabulary to support content area reading material.
Y	N	(c)	Recognizes, applies, and self-monitors strategies to decode and to comprehend at or near grade-level material.

Student Rating		Nearing Proficiency Level Reading Performance Standards	
Y	N	(d)	Usually demonstrates an understanding of the elements of fiction and nonfiction.
Y	N	(e)	Makes obvious connections between the reading materials and personal experiences, and extends these ideas by making simple inferences.
Y	N	(f)	Self-selects appropriate reading material to meet a specific purpose.
Y	N	(g)	Sometimes recognizes the author's purpose.
Y	N	(h)	Often defines a purpose for reading.
Y	N	(i)	Inconsistently compares and integrates information between sources.
Y	N	(j)	Sometimes distinguishes fact from opinion.
Comments/Instructional Notes			



Add up total number of "Y" responses and enter number in the box.

IF THE TOTAL IS —

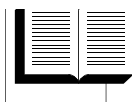
1 or more

Proceed to the Proficient Scale

Zero

Proceed to the Communication Arts Writing Scales



A fourth-grade student at the Proficient Reading Level demonstrates solid academic performance. Read each of the Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.

**SCORING KEY****IF A STUDENT'S CURRENT SKILLS...**

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **PROFICIENT READING SCALE**:

"Demonstrates an overall understanding of the reading material, providing inferential, as well as literal information."

If you are evaluating the skills of a student who:



- ☐ consistently demonstrates an understanding of both inferential and literal information in reading material, the item should be scored....."Y"
- ☐ typically demonstrates an understanding of both inferential and literal information in reading material, the item should be scored "Y"
- ☐ is beginning to understand both inferential and literal information in reading material, the item should be scored....."N"
- ☐ does not yet understand both inferential and literal information in reading material, the item should be scored..... "N"



Student Rating		Proficient Level Reading Performance Standards
Y	N	(a) Uses a substantial reading and listening vocabulary appropriate to fourth-grade level.
Y	N	(b) Demonstrates an overall understanding of the reading material, providing inferential as well as literal information.
Y	N	(c) Applies reading strategies and methods when reading content area material.
Y	N	(d) Effectively applies, articulates, and self-monitors decoding and comprehension strategies with grade-level material.
Y	N	(e) Identifies a variety of purposes for reading.

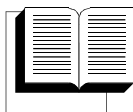
Student Rating		Proficient Level Reading Performance Standards	
Y	N	(f)	Self-selects appropriate reading material to meet a variety of purposes.
Y	N	(g)	Recognizes an author's purpose.
Y	N	(h)	Compares and integrates information from reading sources at grade level.
Y	N	(i)	Extends ideas in the reading material by making inferences, drawing conclusions, and making connections to his/her own experiences.
Y	N	(j)	Distinguishes fact from opinion.
Comments/Instructional Notes			

Add up total number of "Y" responses and enter number in the box.

IF THE TOTAL IS —



1 or more
 Proceed to the Advanced Scale



Zero
 Proceed to the Communication Arts Writing Scales



Scale 5: Advanced

A fourth-grade student at the Advanced Reading Level demonstrates superior performance. Read each of the Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **ADVANCED READING SCALE**:

"Generalizes topics, concepts, and feelings in reading selections to a variety of situations."

If you are evaluating the skills of a student who:

☐ **consistently** generalizes topics, concepts, and feelings in reading selections to a variety of situations, the item should be scored....."Y"

☐ **typically** generalizes topics, concepts, and feelings in reading selections to a variety of situations, the item should be scored "Y"

☐ **is beginning** to generalize topics, concepts, and feelings in reading selections to a variety of situations, the item should be scored....."N"

☐ **does not yet** generalize topics, concepts, and feelings in reading selections to a variety of situations, the item should be scored....."N"

definitions.

Student Rating		Advanced Level Reading Performance Standards	
Y	N	(a)	Demonstrates self-motivation and emerging independence as a learner.
Y	N	(b)	Uses a rich and varied reading and listening vocabulary.
Y	N	(c)	Critically evaluates reading material and provides thorough and thoughtful responses to the text.
Y	N	(d)	Critically judges and provides thorough, effective, and thoughtful oral, written, and/or artistic responses to reading material.

Student Rating		Advanced Level Reading Performance Standards	
Y	N	(e)	Fluently and effectively applies, articulates, and self-monitors decoding and comprehension strategies.
Y	N	(f)	Accurately assesses and makes needed changes in reading strategies.
Y	N	(g)	Generalizes topics, concepts, and feelings in reading selections to a variety of situations.
Y	N	(h)	Consistently evaluates and monitors reading progress.
Y	N	(i)	Eagerly sets and meets personal reading goals.
Y	N	(j)	Chooses and successfully reads a variety of material for information and pleasure.
Y	N	(k)	Identifies a variety of purposes for reading.
Y	N	(l)	Recognizes how authors compose and use literary devices for a variety of purposes.
Y	N	(m)	Compares and contrasts information from several sources of reading.
Y	N	(n)	Distinguishes fact from opinion.
Comments/Instructional Notes			

Add up total number of "Y" responses and enter number in the box.



Proceed to the Communication Arts - Writing Scales beginning on the next page.

COMMUNICATION ARTS - WRITING



Scale 1: Novice Extension

A fourth-grade student whose skills fall within the Novice Extension Level is learning basic skills that will provide a foundation for further growth in this area. Demonstration of these skills occurs in the context of classroom instruction, activities, and functional routines in and outside of the classroom setting. Read each of the Extension Writing Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions. Use the examples to help you think of ways the student you are assessing might demonstrate these skills.

SCORING KEY

IF A STUDENT HAS:

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.



Score the item "N"

Student Rating	Novice Extension Writing Performance Standards
Y N	(a) Uses consistent behavior (non-symbolic) to get attention and convey feelings, thoughts, and needs, understandable by those who know the student (<i>ex., uses differentiated facial expressions or vocalizations to convey these messages; makes specific sound when agitated; uses body posture/tone to indicate interest/disinterest in activity</i>).
Y N	(b) Demonstrates a preference when presented with choice of two or more objects or activities (<i>ex., looks at can of Coke when a Coke and carton of milk are presented to indicate preference; points to the preferred toy when shown two choices; points to peer she wants to sit next to on the bus when shown four choices</i>).

Student Rating	Novice Extension Writing Performance Standards
Y N	(c) Uses symbols singly or in combination to express thoughts, feelings, and needs (ex., <i>selects and offers picture symbol to teacher to say "I want a break"; uses manual sign to request "more ____"; depresses the word "milk" on communication device to make request when ordering lunch</i>).
Y N	(d) Uses writing tools to draw and/or write (ex., <i>holds and uses markers, pens, or pencils; makes selections on Intellitools keyboard to "write" answer; uses computer keyboard to create simple text</i>).
Y N	(e) Copies/traces written text (ex., <i>connects dots to form letters of name; writes name when provided with a model to copy; uses typing tutor software to learn keyboard</i>).
Y N	(f) Relates personal information in print format when requested (ex., <i>writes name on school papers; types name on assignments; uses name stamp; places name sticker on homework; takes out printed identification card to provide phone number</i>).
Y N	(g) Expresses self and relates information to others in print format (ex., <i>points to picture of "red" to select red paper for art assignment; selects and sequences pictures to document weekend experiences in journal; writes/types thoughts using simple words/sentences</i>).
Y N	(h) Dictates thoughts for others to record in writing (ex., <i>responds by indicating "yes/no" to make selections about what specific information should be part of a written story; writes book report with assistance of peer scribe; uses voice-input software to create written documents</i>).
Comments/Instructional Notes	



Add up total number of "Y" responses and enter number in the box.

IF THE TOTAL IS —

1 or more

Proceed to the Novice Scale

Zero

Proceed to the Mathematics Scales



Scale 2: Novice

A fourth-grade student at the Novice Level of Writing is beginning to attain prerequisite knowledge and skills that are fundamental for proficient writing. Read each of the Writing Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE COMMUNICATION ARTS - WRITING SCALE**:

"Demonstrates limited awareness of the structure of his/her writing."

If you are evaluating the skills of a student who:

☐ consistently demonstrates an awareness of the structure of his/her writing, the item should be scored "Y"

☐ does, at times, demonstrate an awareness of the structure of his/her writing, the item should be scored..... "Y"

☐ rarely demonstrates an awareness of the structure of his/her writing, the item should be scored..... "N"

☐ does not yet demonstrate an awareness of the structure of his/her writing, the item should be scored..... "N"


Student Rating		Novice Level Writing Performance Standards	
Y	N	(a)	Writes with limited clarity or effectiveness.
Y	N	(b)	Shows some emerging level of organization.
Y	N	(c)	Demonstrates limited awareness of the structure of his/her writing.

Student Rating		Novice Level Writing Performance Standards	
Y	N	(d)	Requires frequent guidance to apply basic skills and limited strategies as he/she learns to write.
Y	N	(e)	Shares his/her writing although his/her discussion usually lacks substance or focus.
Y	N	(f)	Requires guidance to recognize various forms of writing, including descriptive writing.
Y	N	(g)	Writes with a limited purpose, often showing no awareness of audience.
Y	N	(h)	Needs assistance to conduct inquiries, find information, and communicate.
Comments/Instructional Notes			


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

⇒  Proceed to the Nearing Proficiency Scale

Zero

⇒  Proceed to the Mathematics Scales



Scale 3: Nearing Proficiency

A fourth-grade student at the Nearing Proficiency Writing Level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. Read each of the Writing Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NEARING PROFICIENCY COMMUNICATION ARTS-WRITING SCALE**:

"Sometimes shares and discusses his/her writing and the writing of others to make limited changes in the text."

If you are evaluating the skills of a student who:

☐ consistently shares and discusses his/her writing and the writing of others to make substantial changes in the text, the item should be scored "Y"

☐ does, at times, share and discuss his/her writing and the writing of others to make substantial changes in the text, the item should be scored..... "Y"

☐ rarely shares and discusses his/her writing and the writing of others to make substantial changes in the text, the item should be scored..... "N"

☐ does not yet share and discuss his/her writing and the writing of others to make substantial changes in the text, the item should be scored..... "N"


Student Rating		Nearing Proficiency Level Writing Performance Standards	
Y	N	(a)	Sometimes writes clearly and effectively by organizing text with a basic beginning, middle, and end.
Y	N	(b)	Applies basic skills and limited strategies in the writing process as he/she develops as a writer.
Y	N	(c)	Sometimes shares and discusses his/her writing and the writing of others to make limited changes in the text.

Student Rating	Nearing Proficiency Level Writing Performance Standards
Y N	(d) Recognizes and begins to write, with assistance, in basic forms of writing, including descriptive writing.
Y N	(e) Writes for a specific purpose and with some sense of audience.
Y N	(f) Conducts inquiries, with support, to find information to communicate.
Comments/Instructional Notes	


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

⇒  Proceed to the Proficient Scale

Zero

⇒  Proceed to the Mathematics Scales



Scale 4: Proficient

A fourth-grade student at the Proficient Writing Level demonstrates solid academic performance. Read each of the Writing Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the PROFICIENT COMMUNICATION ARTS-WRITING SCALE:

"Shares and discusses his/her own writing and the writing of others."

If you are evaluating the skills of a student who:

☐ consistently shares and discusses his/her writing and the writing of others, the item should be scored "Y"

☐ typically shares and discusses his/her writing and the writing of others, the item should be scored..... "Y"

☐ is beginning to share and discuss his/her writing and the writing of others, the item should be scored..... "N"

☐ does not yet share and discuss his/her writing and the writing of others, the item should be scored..... "N"


Student Rating		Proficient Level Writing Performance Standards	
Y	N	(a)	Writes clearly and effectively by organizing the text with a clear beginning, middle, and end.
Y	N	(b)	Applies basic skills and strategies in the writing process as he/she develops as a writer.
Y	N	(c)	Shares and discusses his/her own writing and the writing of others.

Student Rating		Proficient Level Writing Performance Standards
Y	N	(d) Recognizes and regularly practices using various forms of writing, including descriptive writing.
Y	N	(e) Writes, with assistance, for a variety of purposes and audiences.
Y	N	(f) Responds to guided inquiry as he/she learns to search out information, solve problems, and communicate.
Comments/Instructional Notes		


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

⇒  Proceed to the Advanced Scale

Zero

⇒  Proceed to the Mathematics Scales



Scale 5: Advanced

A fourth-grade student at the Advanced Writing Level demonstrates superior performance. Read each of the Writing Performance Standards in the checklist below, and evaluate this student's performance based on these scoring



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the ADVANCED COMMUNICATION ARTS-WRITING SCALE:

"Shares and discusses his/her own writing and writing of others to help make significant revisions."

If you are evaluating the skills of a student who:

- ☐ consistently shares and discusses his/her writing and the writing of others to help make significant revisions, the item should be scored "Y"
- ☐ typically shares and discusses his/her writing and the writing of others to help make significant revisions, the item should be scored "Y"
- ☐ is beginning to share and discuss his/her writing and the writing of others to help make revisions, the item should be scored "N"
- ☐ does not yet share and discuss his/her writing and the writing of others to help make significant revisions, the item should be scored "N"

definitions.

Student Rating		Advanced Level Writing Performance Standards	
Y	N	(a)	Writes clearly and effectively by exhibiting strong organization, concrete development, and appropriate conventions/mechanics.
Y	N	(b)	Applies and experiments with a variety of skills and strategies in the writing process as he/she develops control of his/her writing.
Y	N	(c)	Shares and discusses his/her own writing and writing of others to help make significant revisions.
Y	N	(d)	Writes, with assistance, for a variety of purposes and audiences and easily writes in different genre, including descriptive writing.

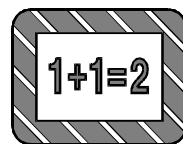
Student Rating		Advanced Level Writing Performance Standards
Y	N	(e) Frequently proceeds with independent inquiries, with initial guidance.
Y	N	(f) Often uses a range of resources to seek information, solve problems, and communicate.
Comments/Instructional Notes		

Add up total number of “Y” responses and enter number in the box.



Proceed to the Mathematics Scales beginning on the next page.

GRADE FOUR - MATHEMATICS



Scale 1: Novice Extension

A fourth-grade student whose skills fall within the Novice Extension Level is learning basic skills that will provide a foundation for further growth in this area. Demonstration of these skills occurs in the context of classroom instruction, activities, and functional routines in and outside of the classroom setting. Read each of the Extension Mathematics Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions. Use the examples to help you think of ways the student you are assessing might demonstrate these skills.

SCORING KEY

IF A STUDENT HAS:

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.

Score the item "N"


Student Rating	Novice Extension Mathematics Performance Standards
Y N	(a) Shows awareness of and preference for different attributes of objects (<i>ex., reaches for favorite toy; uses hands/mouth for sensory exploration; waits for food to cool before eating</i>).
Y N	(b) Anticipates and responds to patterns and sequences in the context of everyday situations (<i>ex., puts toys away on appropriate shelves; looks for cheerios in cereal aisle of grocery store; follows sequence of tables being excused to line up for recess</i>).
Y N	(c) Recognizes and responds to concepts of quantity and numbers in everyday situations (<i>ex., indicates when something is "all gone"; gives another "a lot" of candy; gives one piece of paper to every student in the class; checks out two books at library; use calculator to check math problems</i>).

Student Rating	Novice Extension Mathematics Performance Standards
Y N	(d) Recognizes and responds to concept of shape in everyday situations within and outside of school (<i>ex., completes puzzles; puts thermos and containers in correct space in lunch box; puts on correct shoe</i>).
Y N	(e) Recognizes and responds to concepts of quantity and numbers relative to money (<i>ex.,uses money to purchase items at store/vending machine; knows that \$1 is more than a dime; uses next dollar up strategy to determine money needed for purchase</i>).
Y N	(f) Demonstrates understanding of basic spatial relationships (<i>ex., safely maneuvers in environment; positions body to best manipulate materials; selects correct size container for leftovers; finds various locations within school; finds place in cafeteria line</i>).
Y N	(g) Uses and interprets tools to measure time (<i>ex., associates specific times of the day with regularly scheduled events; sets timer to bake cake; reads digital display of watch; uses calendar/schedule to sequence activities; lines up after recess when bell rings</i>).
Y N	(h) Uses and interprets tools for measuring simple size, weight, quantity, and length (<i>ex., selects correct size of garment; uses ruler to measure a square for art project; adds 1 cup of milk to pudding mix</i>).
Y N	(i) Demonstrates understanding of numbers up to 10 (<i>ex., counts 10 pennies correctly; selects 6 oranges at grocery store; sets table for 5 people; moves game piece four places after rolling a 4 on the dice</i>).
Y N	(j) Performs basic addition and subtraction with numbers up to 10 (<i>ex., gets milk cartons for total number of students sitting at two tables; uses calculator to check simple math problems; knows how many dollars change is expected when purchasing \$6 item with \$10 bill</i>).
Comments/Instructional Notes	


Add up total number of “Y” responses and enter number in the box.

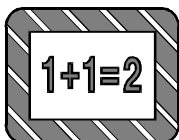
IF THE TOTAL IS —

1 or more

⇒  Proceed to the Novice Scale

Zero

⇒  Proceed to the Social Studies Scales



Scale 2: Novice

A fourth-grade student at the Novice Level of Mathematics is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in mathematics. Read each of the Mathematics Performance Standards in the checklist below, and evaluate this student's performance based on these scoring



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE MATHEMATICS SCALE**:

"Selects and uses only a few problem-solving strategies."

If you are evaluating the skills of a student who selects and uses:

☐ a wide variety of problem-solving strategies, the item should be scored "Y"

☐ several problem-solving strategies, the item should be scored "Y"

☐ one problem-solving strategy, the item should be scored "N"

☐ does not yet select a problem-solving strategy, the item should be scored "N"



definitions.



Student Rating		Novice Level Mathematics Performance Standards
Y	N	(a) Selects and uses only a few problem-solving strategies.
Y	N	(b) Often presents poorly organized solutions, often without supporting information or explanation.
Y	N	(c) Lacks clarity and coherence when communicating mathematical concepts.
Y	N	(d) Uses whole numbers to estimate and compute, but is frequently inaccurate.
Y	N	(e) Sometimes determines whether results are reasonable.

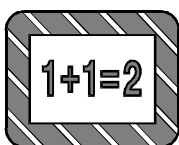
Student Rating		Novice Level Mathematics Performance Standards	
Y	N	(f)	Demonstrates a basic algebraic understanding of concrete and symbolic representations, but often misconceptions are present.
Y	N	(g)	Describes, models, and classifies some shapes.
Y	N	(h)	Determines some measurable attributes of objects, but often does not select appropriate tools for measurement.
Y	N	(i)	Sometimes predicts, but often makes inaccurate decisions based on data.
Y	N	(j)	Recognizes and represents a limited range of patterns and describes relationships within those patterns, but is frequently inaccurate.
Comments/Instructional Notes			

Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —



1 or more
 Proceed to the Nearing Proficiency Scale



Zero
 Proceed to the Social Studies Scales



Scale 3: Nearing Proficiency

A fourth-grade student at the Nearing Proficiency in mastery of prerequisite knowledge and skills fundamental for proficient-level mathematics. Read each of the Mathematics Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NEARING PROFICIENCY MATHEMATICS SCALE**:

"Sometimes selects and uses appropriate problem-solving strategies."

If you are evaluating the skills of a student who:



- ☐ consistently selects and uses appropriate problem-solving strategies, the item should be scored "Y"
- ☐ does, at times, select and use appropriate problem-solving strategies, the item should be scored..... "Y"
- ☐ rarely selects and uses appropriate problem-solving strategies from a variety of options, the item should be scored..... "N"
- ☐ does not yet select and use appropriate problem-solving strategies, the item should be scored..... "N"



Student Rating		Nearing Proficiency Level Mathematics Performance Standards	
Y	N	(a)	Sometimes selects and uses appropriate problem-solving strategies.
Y	N	(b)	Sometimes presents organized solutions, but often with limited supporting information.
Y	N	(c)	Uses whole numbers to estimate and compute, and results are usually reasonable.
Y	N	(d)	Sometimes applies basic algebraic concepts, but seldom communicates representations.

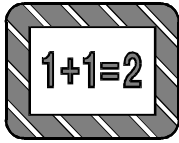
Student Rating		Nearing Proficiency Level Mathematics Performance Standards	
Y	N	(e)	Examines some shapes in the physical world, and sometimes sees relationships.
Y	N	(f)	Determines measurable attributes of objects, but does not always select appropriate tools for measurement.
Y	N	(g)	Often makes inconsistent predictions and inaccurate decisions based on data.
Y	N	(h)	Uses a limited range of patterns, and sometimes describes relationships within those patterns.
Comments/Instructional Notes			

Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —



1 or more
 Proceed to the Proficient Scale



Zero
 Proceed to the Social Studies Scales



Scale 4: Proficient

A fourth-grade student at the Proficient Level in Mathematics demonstrates solid academic performance. Read each of the Mathematics Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **PROFICIENT MATHEMATICS SCALE**:

"Selects and effectively uses appropriate problem-solving strategies."

If you are evaluating the skills of a student who:



- ☐ consistently selects and effectively uses appropriate problem-solving strategies, the item should be scored "Y"
- ☐ typically selects and effectively uses appropriate problem-solving strategies, the item should be scored..... "Y"
- ☐ is beginning to select and effectively use appropriate problem-solving strategies, the item should be scored..... "N"
- ☐ does not yet select and effectively use appropriate problem-solving strategies, the item should be scored..... "N"



Student Rating		Proficient Level Mathematics Performance Standards	
Y	N	(a)	Selects and effectively uses appropriate problem-solving strategies.
Y	N	(b)	Consistently presents organized solutions.
Y	N	(c)	Uses whole numbers to estimate, compute, and determine whether results are accurate.

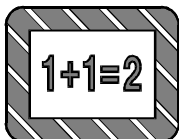
Student Rating		Proficient Level Mathematics Performance Standards	
Y	N	(d)	Applies basic algebra concepts and consistently communicates representations in a variety of ways.
Y	N	(e)	Consistently examines and accurately uses relationships of shapes in the physical world.
Y	N	(f)	Determines measurable attributes of objects and selects appropriate tools for measurement.
Y	N	(g)	Consistently predicts and makes reasonable decisions based on data.
Y	N	(h)	Consistently uses a variety of patterns and describes their relationships.
Comments/Instructional Notes			

Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —



1 or more
 Proceed to the Advanced
 Scale



Zero
 Proceed to the Social
 Studies Scales



Scale 5: Advanced

A fourth-grade student at the Advanced Level in Mathematics demonstrates superior performance. Read each of the Mathematics Performance Standards in the checklist below, and evaluate this student's performance based on these



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the ADVANCED MATHEMATICS SCALE:

"Accurately selects and uses problem-solving strategies."

If you are evaluating the skills of a student who:

- ☐ consistently makes accurate selection and use of problem-solving strategies, the item should be scored "Y"
- ☐ typically makes accurate selection and use of problem-solving strategies, the item should be scored "Y"
- ☐ is beginning to select and use problem-solving strategies, the item should be scored "N"
- ☐ does not yet make accurate selection and use of the correct problem-solving strategy, the item should be scored "N"

scoring definitions.

Student Rating		Advanced Level Mathematics Performance Standards	
Y	N	(a)	Demonstrates self-motivation and emerging independence as a learner.
Y	N	(b)	Accurately selects and uses problem-solving strategies.
Y	N	(c)	Presents well-organized solutions and communicates in ways that exceed requirements.

Student Rating		Advanced Level Mathematics Performance Standards	
Y	N	(d)	Uses whole numbers accurately and fluently to estimate, compute, and determine whether results are accurate and reasonable.
Y	N	(e)	Effectively applies basic algebraic concepts and clearly communicates representations in a variety of ways.
Y	N	(f)	Examines relationships of shapes in the physical world and makes generalizations.
Y	N	(g)	Selects and accurately uses appropriate tools for measurement.
Y	N	(h)	Accurately predicts and makes reasonable decisions based on data.
Y	N	(i)	Articulates and fluently communicates representations, analyzes patterns, and clearly describes relationships, and applies them to varied situations.
Comments/Instructional Notes			

Add up total number of “Y” responses and enter number in the box.



Proceed to the Social Studies Scales beginning on the next page.

GRADE FOUR - SOCIAL STUDIES



Scale 1: Novice Extension

A fourth-grade student whose skills fall within the Novice Extension Level is learning basic skills that will provide a foundation for further growth in this area. Demonstration of these skills occurs in the context of classroom instruction, activities, and functional routines in and outside of the classroom setting. Read each of the Extension Social Studies Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions. Use the examples to help you think of ways the student you are assessing might demonstrate these skills.

SCORING KEY

IF A STUDENT HAS:

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.



Score the item "N"

Student Rating	Novice Extension Social Studies Performance Standards
Y N	(a) Identifies basic geographic features and settings within the immediate environment (<i>ex., reacts differently to familiar and unfamiliar settings; identifies school playground; identifies mountains and rivers or other natural features in the immediate environment</i>).
Y N	(b) Demonstrates understanding of basic directional concepts by locating things and places in familiar environments (<i>ex., turns to investigate source of sound when radio is turned on; locates cup when told it is in the living room; finds toy under the table</i>).
Y N	(c) Recognizes differences between people of different cultures, gender, and age (<i>ex., reacts differently to familiar and unfamiliar people; finds correct restroom in school; distinguishes teacher from other school staff; understands practices associated with different holidays</i>).

Student Rating	Novice Extension Social Studies Performance Standards
Y N	(d) Demonstrates understanding of order and sequence of events, i.e., past, present, future (<i>ex., uses picture schedule to sequence activities throughout day; uses calendar to identify day and anticipate upcoming events; shares activities of previous night with classmates; can distinguish “old” from “new” pair of shoes</i>).
Y N	(e) Demonstrates understanding of basic economic principles (<i>ex., cries to indicate understanding that something is “all gone”; “trades” jump rope for ball on playground; understands money is needed to get things at the store</i>).
Y N	(f) Demonstrates an understanding of rules and authority in familiar environments (<i>ex., responds to requests from familiar adults; follows classroom rules; distinguishes where is it OK to be noisy from where is it not</i>).
Y N	(g) Demonstrates qualities of a good citizen at school, home, and in the community (<i>ex., exhibits appropriate behavior with peers and adults; takes turns; completes assigned jobs at home and school; waits in line for lunch</i>).
Comments/Instructional Notes	



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

Proceed to the Novice Scale

Zero

Proceed to the Science Scales



Scale 2: Novice

A fourth-grade student at the Novice Level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in social studies. Read each of the Social Studies Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE SOCIAL STUDIES SCALE**:

"Seldom identifies the purpose or levels of government in our lives."

If you are evaluating the skills of a student who:



- ☐ consistently identifies the purpose or levels of government in our lives, the item should be scored "Y"
- ☐ typically identifies the purpose or levels of government in our lives, the item should be scored..... "Y"
- ☐ rarely identifies the purpose or levels of government in our lives, the item should be scored..... "Y"
- ☐ does not yet identify the purpose or levels of government in our lives, the item should be scored..... "N"

Student Rating		Novice Level Social Studies Performance Standards	
Y	N	(a)	Sometimes recognizes and follows some of the steps of an inquiry process to locate information, but needs much assistance to evaluate the quality of information or to use it in decision making.
Y	N	(b)	Seldom identifies the purpose or levels of government in our lives.

Student Rating		Novice Level Social Studies Performance Standards	
Y	N	(c)	Has difficulty practicing citizenship rights and responsibilities in the classroom community.
Y	N	(d)	Sometimes identifies geographic knowledge but often is unable to relate this knowledge to other subject areas and usually needs assistance relating geographic knowledge to the world around him/her.
Y	N	(e)	Locates but seldom uses basic information of historical events and has difficulty explaining connections between past and present.
Y	N	(f)	Seldom identifies economic principles but, with assistance, describes some of the effects on individuals and communities.
Y	N	(g)	Seldom recognizes how cultures influence and diversity contributes to human development, identity and behavior.
Comments/Instructional Notes			



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

Proceed to the Nearing Proficiency Scale

Zero

Proceed to the Science Scales



Scale 3: Nearing Proficiency

A fourth-grade student at the Nearing Proficiency Level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in social studies. Read each of the Social Studies Performance Standards in the checklist below, and evaluate this student's performance based on these scoring



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NEARING PROFICIENCY SOCIAL STUDIES SCALE**:

"Identifies, with assistance, the purpose and some of the levels of government in our lives."

If you are evaluating the skills of a student who:

- ☐ consistently identifies the purpose and levels of government in our lives, the item should be scored "Y"
- ☐ typically identifies, with assistance, the purpose and some of the levels of government in our lives, the item should be scored "Y"
- ☐ rarely identifies, with assistance, the purpose and levels of government in our lives, the item should be scored "N"
- ☐ does not yet identify, with assistance, the purpose and levels of government, the item should be scored "N"



definitions.

Student Rating		Nearing Proficiency Level Social Studies Performance Standards	
Y	N	(a)	Recognizes and follows some of the steps of an inquiry process to locate and use information in decision making, but has difficulty evaluating the quality of the information.
Y	N	(b)	Identifies, with assistance, the purpose and some of the levels of government in our lives.
Y	N	(c)	Practices citizenship rights and responsibilities across various communities.

Student Rating	Nearing Proficiency Level Social Studies Performance Standards
Y N	(d) Sometimes applies geographic knowledge to other subject areas and relates obvious geographic knowledge to the world around him/her.
Y N	(e) Locates and sometimes uses basic information of historical events to explain obvious connections between past and present.
Y N	(f) Sometimes identifies basic economic principles, but incompletely describes their obvious effects on individuals and communities.
Y N	(g) Sometimes recognizes, but has difficulty explaining, how culture influences and diversity contributes to human development, identity, and behavior.
Comments/Instructional Notes	



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

Proceed to the Proficient Scale

Zero

Proceed to the Science Scales



Scale 4: Proficient

A fourth-grade student at the Proficient Level in Social Studies demonstrates solid academic performance. Read each of the Social Studies Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **PROFICIENCY SOCIAL STUDIES SCALE**:

"Describes the purpose and various levels of government in our lives."

If you are evaluating the skills of a student who:



- ☐ consistently describes the purpose and various levels of government in our lives, the item should be scored "Y"
- ☐ typically describes the purpose and various levels of government in our lives, the item should be scored..... "Y"
- ☐ is beginning to describe the purpose and various levels of government in our lives, the item should be scored..... "N"
- ☐ does not yet describe the purpose and various levels of government in our lives, the item should be scored..... "N"

Student Rating		Proficient Level Social Studies Performance Standards	
Y	N	(a)	Recognizes and follows the steps of an inquiry process to locate, evaluate, and use information in decision-making roles.
Y	N	(b)	Describes the purpose and various levels of government in our lives.
Y	N	(c)	Practices citizenship rights and responsibilities across various communities.
Y	N	(d)	Applies basic geographic knowledge to other subject areas and relates geographic understanding to the world around him/her.

Student Rating		Proficient Level Social Studies Performance Standards	
Y	N	(e)	Locates and uses basic information of historical events to explain connections between past and present.
Y	N	(f)	Identifies basic economic principles and describes their general effects on individuals and communities.
Y	N	(g)	Recognizes and describes how culture influences and diversity contributes to human development, identity, and behavior.
Comments/Instructional Notes			



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

Proceed to the Advanced Scale

Zero

Proceed to the Science Scales



Scale 5: Advanced

A fourth-grade student at the Advanced Level in Social Studies demonstrates superior performance. Read each of the Social Studies Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **ADVANCED SOCIAL STUDIES SCALE**:

"Clearly describes the purpose and various levels of government in our lives."

If you are evaluating the skills of a student who:

☐ consistently describes the purpose and various levels of government in our lives, the item should be scored "Y"

☐ typically describes the purpose and various levels of government in our lives, the item should be scored..... "Y"

☐ is beginning to describe the purpose and various levels of government in our lives, the item should be scored..... "N"

☐ does not yet describe the purpose and various levels of government in our lives, the item should be scored..... "N"

Student Rating		Advanced Level Social Studies Performance Standards
Y	N	(a) Consistently recognizes and follows the steps of an inquiry process to locate, evaluate, and thoughtfully use information in decision making.
Y	N	(b) Clearly describes the purpose and various levels of government in our lives.
Y	N	(c) Effectively practices citizenship rights and responsibilities across various communities.

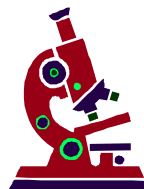
Student Rating		Advanced Level Social Studies Performance Standards	
Y	N	(d)	Consistently applies geographic knowledge to other subject areas and independently relates geographic understandings to the world around him/her in meaningful ways.
Y	N	(e)	Consistently locates and applies information of historical events and issues from a variety of sources to effectively explain connections between past and present.
Y	N	(f)	Consistently identifies basic economic principles and clearly describes their effects on individuals and communities.
Y	N	(g)	Independently recognizes and clearly describes how culture influences and diversity contributes to human development, identity, and behavior.
Comments/Instructional Notes			

Add up total number of “Y” responses and enter number in the box.



Proceed to the *Science* Scales beginning on the next page.

GRADE FOUR - SCIENCE



Scale 1: Novice Extension

A fourth-grade student whose skills fall within the Novice Extension Level is learning basic skills that will provide a foundation for further growth in this area. Demonstration of these skills occurs in the context of classroom instruction, activities, and functional routines in and outside of the classroom setting. Read each of the Extension Science Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions. Use the examples to help you think of ways the student you are assessing might demonstrate these skills.

SCORING KEY

IF A STUDENT HAS:

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.



Score the item "N"


Student Rating	Novice Extension Science Performance Standards
Y N	(a) Shows interest in and uses senses to investigate familiar and unfamiliar objects, people, events, and settings (<i>ex., explores objects with hands and mouth; looks for source of sounds, smells; searches for favorite toy when not in sight; asks questions about objects and events</i>).
Y N	(b) Responds to properties of matter in various states and forms (<i>ex., shows preference for particular tastes, feel of objects; identifies bubbles before and after they are blown; understands that ice turns to water; observes changes in cake before and after baking</i>).
Y N	(c) Detects and responds to changes in things, people, routines, and settings (<i>ex., reacts to different food choices at lunch; responds differently to substitute teacher; reacts when school schedule is altered because of special event; responds to new materials brought into the classroom</i>).

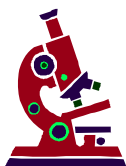
Student Rating	Novice Extension Science Performance Standards
Y N	(d) Demonstrates understanding of cause and effect relationships in familiar events and settings (<i>ex., activates switch to turn on tape recorder; knows that turning on hot pot causes water to boil; understands inserting money and pushing button of vending machine causes soda to come out</i>).
Y N	(e) Predicts next event in familiar routines and settings based on observation (<i>ex., understands that presence of lunch box means that it is time to eat; uses calendar box to determine what to do next; music teacher's entry into room means that it's time for music</i>).
Y N	(f) Recognizes and responds to properties and attributes of living things and objects (<i>ex., recognizes "big" from "little" piece of cake; distinguishes "hot" from "cold" liquids; keeps hands from flames on stove</i>).
Y N	(g) Understands basic structures, needs, and functions of living things (<i>ex., communicates source of discomfort to adult; understands function of major body parts; takes dog for walk; waters plants</i>).
Y N	(h) Groups objects by similar properties (<i>ex., distinguishes "edible" from "nonedible" objects; sorts silverware when unloading dishwasher; puts drinks in the refrigerator</i>).
Y N	(i) Uses measurement tools to perform tasks and gather information about people, places, and things (<i>ex., refers to calendar or schedule to identify day/activity; uses measuring cups when adding ingredients to a recipe; takes package to post office to be weighed for correct postage; uses ruler to cut paper to correct length</i>).
Comments/Instructional Notes	

Add up total number of "Y" responses and enter number in the box.

IF THE TOTAL IS —

  **1 or more**
Proceed to the Novice Scale

 **Zero**
Return to the front of the manual and follow directions for completing the *Test Answer Document*



Scale 2: Novice

A fourth-grade student at the Novice Level in Science is beginning to attain prerequisite knowledge and skills that are fundamental in science. Read each of the Science Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE SCIENCE SCALE**:

"Seldom describes an observable change, and rarely identifies cause and effect relationships."

If you are evaluating the skills of a student who:

☐ consistently describes observable changes and identifies cause and effect relationships, the item should be scored "Y"

☐ typically describes observable changes and identifies cause and effect relationships, the item should be scored "Y"

☐ rarely describes observable changes and identifies cause and effect relationships, the item should be scored "Y"



☐ does not yet describe observable changes and identify cause and effect relationships, the item should be scored "N"

Student Rating	Novice Level Science Performance Standards
Y N	(a) Has difficulty completing a simple experiment and has limited understanding of the concept of variables.
Y N	(b) Seldom describes an observable change, and rarely identifies cause and effect relationships.
Y N	(c) Seldom selects the appropriate tool.

Student Rating	Novice Level Science Performance Standards
Y N	(d) Even with assistance, has difficulty using devices for simple measurement of solids, liquids, and gases.
Y N	(e) Has difficulty understanding the states of matter concept.
Y N	(f) Sometimes recognizes concrete attributes of living things and tangible objects and groups objects based on two or more common attributes.
Y N	(g) Gives limited descriptions of the structures, functions, and processes of living systems.
Y N	(h) Names and, with assistance, describes Earth's features and recognizes some observable changes of those features.
Y N	(i) Sometimes names components of basic physical and mechanical systems.
Y N	(j) Is seldom aware of scientific exploration in the news.
Y N	(k) Seldom relates historical significance of scientists and the impacts of their discoveries on humans today.
Comments/Instructional Notes	


Add up total number of "Y" responses and enter number in the box.

IF THE TOTAL IS —

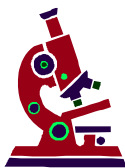
1 or more

Proceed to the Nearing Proficiency Scale



Zero

Return to the front of the manual and follow directions for completing the *Test Answer Document*



Scale 3: Nearing Proficiency

A fourth-grade student at the Nearing Proficiency Level in Science demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in science. Read each of the Science Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NEARING PROFICIENCY SCIENCE SCALE**:

"Describes an observable change, but has difficulty identifying cause and effect relationships."

If you are evaluating the skills of a student who:



- ☐ consistently describes observable changes and identifies cause and effect relationships, the item should be scored "Y"
- ☐ typically describes observable changes but has difficulty identifying cause and effect relationships, the item should be scored..... "Y"
- ☐ rarely describes observable changes and has difficulty identifying cause and effect relationships, the item should be scored..... "N"
- ☐ does not yet describe observable changes and has difficulty identifying cause and effect relationships, the item should be scored..... "N"

Student Rating	Nearing Proficiency Level Science Performance Standards	
Y N	(a)	With specific direction, completes a simple experiment and sometimes identifies the manipulated variable.
Y N	(b)	Describes an observable change, but has difficulty identifying cause and effect relationships.
Y N	(c)	Sometimes selects the appropriate tool.

Student Rating	Nearing Proficiency Level Science Performance Standards
Y N	(d) With guidance, effectively uses devices for simple measurement of solids, liquids, and gases, naming properties of each state of matter.
Y N	(e) Recognizes basic attributes of living things and tangible objects and classifies objects based on two or more common attributes.
Y N	(f) Sometimes describes structures, functions, and processes of living systems.
Y N	(g) Names and describes Earth's features and recognizes some observable changes of those features.
Y N	(h) Names components of basic physical and mechanical systems.
Y N	(i) Is somewhat aware of scientific exploration in the news.
Y N	(j) Often has difficulty relating historical significance of scientists and the impacts of their discoveries on humans today.
Comments/Instructional Notes	


Add up total number of "Y" responses and enter number in the box.

IF THE TOTAL IS —

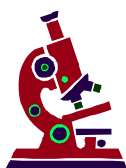
1 or more

Proceed to the *Proficient* Scale



Zero

Return to the front of the manual and follow directions for completing the *Test Answer Document*



Scale 4: Proficient

A fourth-grade student at the Proficient Level in Science demonstrates solid academic performance. Read each of the Science Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **PROFICIENT SCIENCE SCALE**:

"Identifies cause and effect relationships and communicates these observations."

If you are evaluating the skills of a student who:

☐ consistently identifies cause and effect relationships and communicates these observations, the item should be scored "Y"

☐ typically identifies cause and effect relationships and communicates these observations, the item should be scored "Y"

☐ is beginning to identify cause and effect relationships and communicate these observations, the item should be scored "N"



☐ does not yet identify cause and effect relationships and communicate these observations, the item should be scored "N"

Student Rating	Proficient Level Science Performance Standards
Y N	(a) With some direction, completes a simple experiment and identifies the manipulated variable.
Y N	(b) Identifies cause and effect relationships and communicates these observations.
Y N	(c) Accurately selects and uses devices for simple measurement of solids, liquids, and gases, identifying properties of each state of matter.

Student Rating	Proficient Level Science Performance Standards
Y N	(d) Recognizes attributes of living things and tangible objects and accurately classifies objects based on similarities and differences.
Y N	(e) Describes structures, functions, and processes of living systems.
Y N	(f) Identifies and accurately illustrates Earth's features, locating several observable changes of those features.
Y N	(g) Describes characteristics of and changes within basic physical and mechanical systems.
Y N	(h) Is aware of scientific exploration in the news.
Y N	(i) Discusses the possible impacts of past, present, and future scientific exploration on humans, identifying the visible impacts of their discoveries on humans today.
Comments/Instructional Notes	


Add up total number of "Y" responses and enter number in the box.

IF THE TOTAL IS —

1 or more

Proceed to the Advanced Scale



Zero

Return to the front of the manual and follow directions for completing the *Test Answer Document*



Scale 5: Advanced

A fourth-grade student at the Advanced Level in Science demonstrates superior performance. Read each of the Science Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **ADVANCED SCIENCE SCALE**:

"Accurately identifies cause and effect relationships and clearly communicates these observations."

If you are evaluating the skills of a student who:

- ☐ consistently identifies cause and effect relationships accurately and clearly communicates these observations, the item should be scored "Y"
- ☐ typically identifies cause and effect relationships accurately and clearly communicates these observations, the item should be scored "Y"
- ☐ is beginning to identify cause and effect relationships accurately and communicate these observations, the item should be scored "N"
- ☐ does not yet identify cause and effect relationships and communicate these observations, the item should be scored "N"

Student Rating	Advanced Level Science Performance Standards
Y N	(a) Conducts simple experiments and identifies the variables.
Y N	(b) Accurately identifies cause and effect relationships and clearly communicates these observations.

Student Rating	Advanced Level Science Performance Standards
Y N	(c) Consistently and accurately selects and uses appropriate devices for measurement of solids, liquids, and gases, identifying specific properties of each state of matter.
Y N	(d) Recognizes multiple attributes of living things and tangible objects.
Y N	(e) Often classifies objects based on subtle similarities and differences.
Y N	(f) Describes and models structures, functions, and processes of living systems.
Y N	(g) Thoroughly describes and creatively models the details of Earth's features and cycles.
Y N	(h) Describes and models characteristics of and changes within physical and mechanical systems.
Y N	(i) Independently reads of scientific exploration in the news and discusses the possible impacts of past, present and future scientific exploration on humans and other life.
Y N	(j) Thoughtfully discusses the historical significance of scientists and the impacts of their discoveries on humans today.
Comments/Instructional Notes	

Add up total number of "Y" responses and enter number in the box.



Return to the front of the manual and follow directions for completing *the Test Answer Document*.

You have completed all of the subscales of the Alternate Assessment Scale. Return to the section of this manual titled **"Coding the Test Answer Document."**